

TITLE:

The use of anchoring vignette method: subjective self-assessment of English language level among pupils at basic schools and multi-year gymnasia

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ABSTRACT:

The level of English language is evaluated from the didactic test and self-assessment questions. The problem of the self-assessments is that respondents interpret scale categories differently. Their self-assessments are not comparable. The anchoring vignette method offers a very good solution. Respondents answer a self-assessment question and in the same they have to evaluate hypothetic people (anchoring vignettes). The subjective self-assessment is corrected by differences in their vignette's assessment. This diploma thesis aims at the use of anchoring vignette method: subjective self-assessment of English language level among pupils at basic schools and multi-year gymnasia. In the empirical part the data from a questionnaire survey are presented. In one chapter the anchoring vignettes are described with their development and the way how they were constructed. This thesis proves that students have different usage of the scale and this method is very useful in this field. Also, the corrected self-assessment differs from the original self-assessment.

KEYWORDS:

anchoring vignette method, subjective self-essessment, English language, students